

# Evaluation Baseline Findings

*The David & Lucile Packard Foundation*

*After-school & Summer Enrichment Subprogram: 2011-16 Strategy*

PREPARED FOR

the David &  
Lucile Packard  
FOUNDATION

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# Subprogram Investments, 2009–12

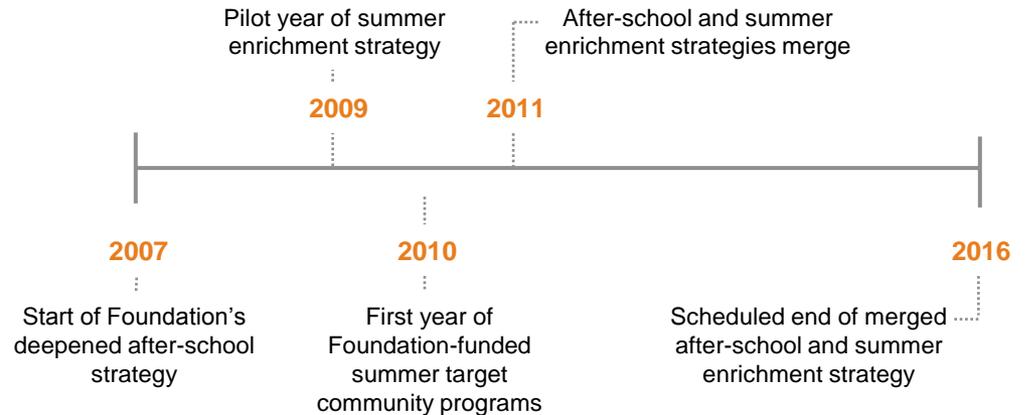
From 2007 to 2010, the David and Lucile Packard Foundation’s (the Foundation) After-school and Summer Enrichment Subprogram (the Subprogram) focused on expanding after-school programs in California, capitalizing on increased public support through the After School Education and Safety Program (ASES). The Subprogram’s current strategy, piloted in 2009, builds on the existing after-school system to create accessible, high-quality summer enrichment programs for low-income students.

Exhibit 1  
Subprogram Grants,  
by Year

Year	Number of Grants	Amount Awarded
2009	38	\$6,584,587
2010	33	\$6,310,484
2011	30	\$3,251,523
2012*	28	\$2,985,000
<b>Total</b>	<b>129</b>	<b>\$19,131,594</b>

\*Grants through July 2012

Exhibit 2  
Subprogram Timeline

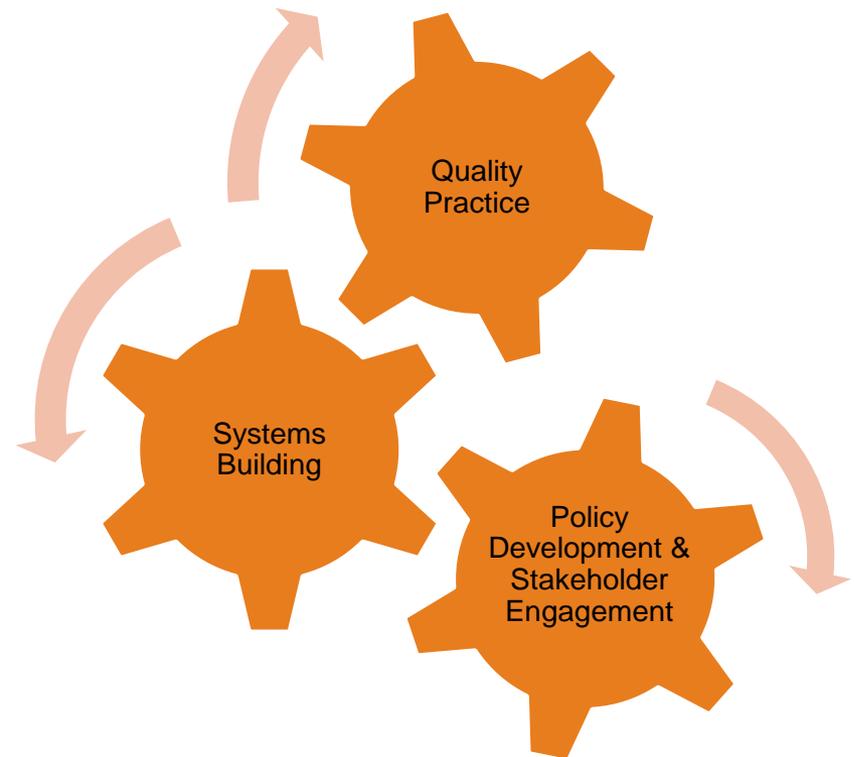


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# Intended Ultimate Impact of the Subprogram

Across the state of California, quality after-school and summer enrichment programs are an indispensable and integrated part of a sustained system of learning that ensures that all children become engaged, life-long learners and fluent in twenty-first century knowledge and skills.

This deck presents the key baseline evaluation findings for each investment area, as well as for the three areas combined.



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# Evaluation Questions

The evaluation of the Subprogram strategy is guided by the following areas of inquiry:

1. How and to what extent have the Subprogram's investments in **quality practice** improved quality indicators for summer enrichment programs and also produced summer enrichment demonstration programs that are linked to the school day, after-school, and their surrounding communities?
2. How and to what extent have the Subprogram's targeted investments in **after-school and summer enrichment systems building** improved and integrated the technical assistance (TA), workforce, and professional development available to publicly-supported after-school and summer enrichment programs?
3. How and to what extent have the Subprogram's investments in **policy development and stakeholder engagement** created more after-school and summer enrichment program resources, access, demand, and growth?
4. How and to what extent has **the combination of the Subprogram's three funding investment areas** contributed to California's K–12 leaders' commitment to and deepened understanding of the contributions of after-school and summer enrichment to a system of learning for children?

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# Evaluation Methods

These baseline evaluation findings draw from the following sources:

- Key informant interviews
- Survey of after-school and summer enrichment program providers
- Target community enrollment and funding data questionnaire
- Site visits and observations
- Secondary document review (e.g., Foundation grant summaries and grant reports, key grantee training materials)

## KEY INFORMANTS

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- Program providers within the Packard target communities
- Program providers outside of the Packard target communities
- Summer Learning Roundtable members
- Regional Leads and other TA providers
- School district and county office of education leaders within the Packard target communities
- State leaders in after-school and summer enrichment
- Business and community leaders with knowledge of the field

# Quality Practice Investments

The Foundation's intended outcomes for this investment area are:

- Increased agreement on and understanding of the **definition of quality** summer enrichment programming in the field
- Improved integration of summer enrichment programs into **school districts' plans** for the school day and after-school programs
- Increased engagement of summer enrichment target communities in **state and local partnerships** that provide, promote, and advocate for sustainable high-quality summer enrichment programs



## INVESTMENT EXAMPLES

- Financially supporting 10 target communities for summer programs that demonstrate high quality, and promoting a network of practice among the communities
- Helping target communities increase their capacities to improve program quality using the Comprehensive Assessment of Summer Programs (CASP)
- Funding state-level partnerships with the California Library Association and California State Parks Foundation to encourage local-level program partnerships

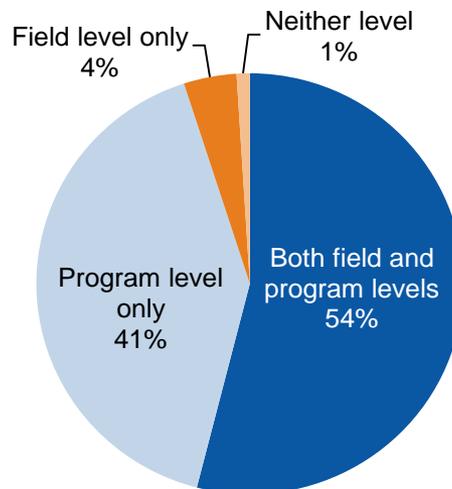
## KEY FINDINGS:

# Summer Quality Standards

**The Foundation's investments are encouraging a statewide conversation about quality standards for summer enrichment programs.**

Support for quality standards is growing, yet there is active debate over whether standards should be developed at the program level, field level, or both. Many providers are concerned that field-level standards are too broad and that the Comprehensive Assessment of Summer Programs tool (developed by the National Summer Learning Association with Foundation support) is too lengthy for practical use.

Exhibit 3  
**Providers' Preferred Level of Quality Standards for Summer Enrichment Programs\***  
(n=80)  
Source: BTW survey of program providers, November 2011



\* "Field level" is defined as the same standards developed and implemented for all summer enrichment programs, and "program level" is defined as standards developed and implemented by individual programs to meet their own needs.

**KEY FINDINGS:**

# Integrated Education System & Partnerships

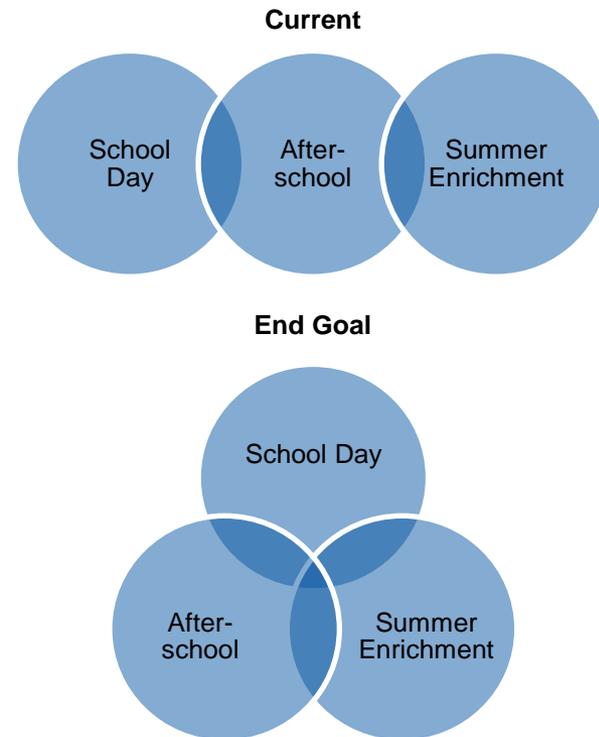
**Summer enrichment programs are currently more closely connected to after-school programs than to the school day.**

The substantial staff and funding overlap between after-school and summer enrichment programs create more opportunity for summer to interact with after-school than with the school day. Nevertheless, the relationships between after-school and school day have indirect benefits for summer enrichment programs. Over time, the Foundation envisions a relationship in which all three systems—school day, after-school and summer enrichment—link directly with one another.

**Summer enrichment programs have made some progress in developing state and local partnerships; these relationships are most developed within the Foundation-funded target communities.**

It is unclear whether the partnerships in target communities will continue to provide support in the future. State partnerships have effectively disseminated the idea of summer learning but have not become a dependable pathway to sustainability.

Exhibit 4  
**Relationship Between Learning Times**

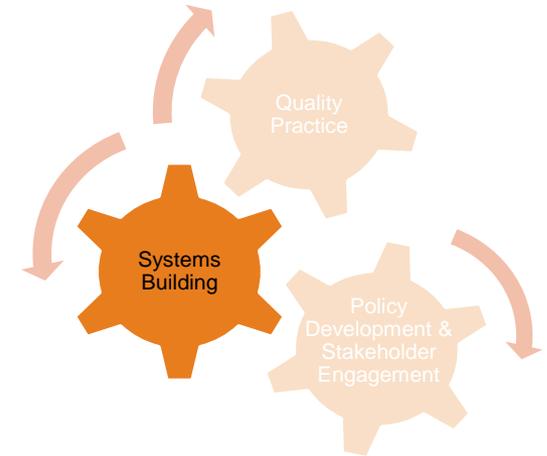


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# Systems Building Investments

The Foundation's intended outcomes for this investment area are:

- Strengthened integration of after-school and summer enrichment **technical assistance** systems
- Strengthened integration of after-school and summer enrichment **professional development** strategies for after-school and summer enrichment program providers
- Increased number of higher education institutions engaged and committed to after-school and summer **workforce development**



## INVESTMENT EXAMPLES

- Funding TA providers to work directly with each target community grantee
- Developing ASAPconnect's and Partnership for Children and Youth's capacity to support TA for after-school and summer programs

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## KEY FINDINGS:

# TA for After-school & Summer Enrichment Programs

**Program providers are actively pursuing and receiving TA, although more often for their after-school than summer enrichment programs.**

Program providers state that most trainings are geared toward after-school programs, with the exception of Foundation-supported summer TA sessions for target communities. Many of the topics covered in after-school trainings, however, can also be applied to summer enrichment programs, and most summer staff also work in the after-school programs.

**Providers in the Foundation-funded target communities utilize different TA sources than other summer program providers.**

### TA Sources Within Summer Target Communities

- Regional Leads and county offices of education
- Partnership for Children & Youth and the Summer Matters Campaign
- National Summer Learning Association
- ASAPconnect
- BOOST conference
- Harvard Family Research Project
- In-house TA providers

### TA Sources Outside of Summer Target Communities

- Regional Leads and county offices of education
- Other school district offices (e.g., migrant education, child development)
- California Afterschool Network

# Policy Development & Stakeholder Engagement Investments

The Foundation's intended outcomes for this investment area are:

- Sustained access to existing after-school and summer enrichment **funding streams** and increased access to related funding streams (e.g., juvenile justice, youth service)
- **Strengthened support base** for quality summer enrichment programming, including the Legislature, K–12 leaders, philanthropy, the business sector, and other stakeholders



## INVESTMENT EXAMPLES

- Requiring target community grantees to develop and implement sustainability plans that include partnerships, communications and advocacy, and fund development
- Supporting the implementation of the Summer Matters Campaign and the development of the Summer Matters Roundtable
- Financially supporting communications and marketing outreach for summer enrichment programs

## KEY FINDINGS:

# Access to Program Funding

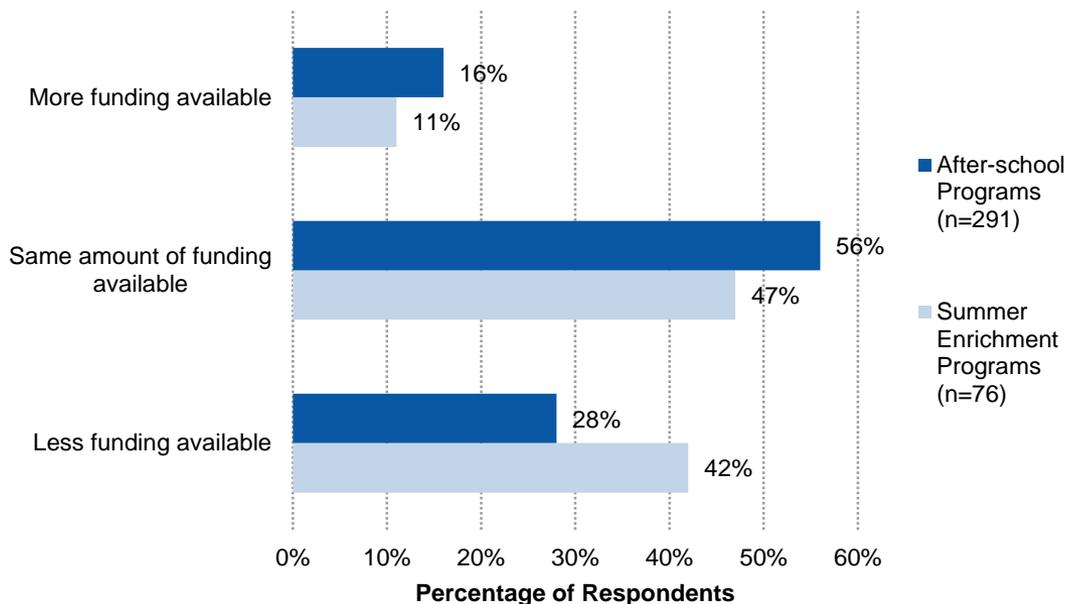
**Most after-school and summer enrichment providers report level or reduced funding over the last three years.**

School administrators consider ASES funding to be dependable, but it offers a minimal safety net for after-school programs. ASES funding does not fully cover program costs; additional funds must be raised to meet quality standards and to serve more families. Furthermore, private funding sources are not coming forward to fill gaps or grow programs.

Exhibit 5

### Reported Changes in Federal & State Funding for Programs Since 2009

Source: BTW survey of program providers,  
November 2011



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## KEY FINDINGS:

# Support Base for After-school & Summer

### Foundation investments have expanded the network of supporters for after-school and summer enrichment.

The Summer Matters campaign has engaged key state government leaders in summer learning, including the State Superintendent of Instruction, Tom Torlakson, and the director of the California Department of Education's restructured After-school Division, Michael Funk. These new partners offer the promise of expanded funding for both after-school and summer enrichment programs. The campaign is also bringing new institutional partners into the summer learning conversation, including the California PTA, California School Boards Association, and some regional funders.

### Foundation-supported communications and advocacy training is increasing grantees' capacity to promote summer enrichment and after-school programs.

Due to California's budget crisis, grantees and their allies are finding it very difficult to promote policy changes or attract additional funding. The Foundation's investments in communications and advocacy capacity development are laying groundwork for future policy work when the environment is more conducive.



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# Cumulative Effect

**The Subprogram's three investment areas were developed to work together to make after-school and summer enrichment integral to a system of high-quality learning in California and thereby help to narrow the achievement gap.**

## **CUMULATIVE EFFECT EXAMPLES**

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- The investment in TA is broadening awareness of quality standards by raising those issues with programs outside of the Foundation-funded target communities and familiarizing all 11 Regional Leads with the content and purpose of the CASP.
- As Foundation grantees educate state legislators and their staffs about the benefits of summer enrichment, they can confidently point to the target communities as examples and set up site visits.
- The Summer Matters Roundtable is prompting education-minded organizations to ask how they can diminish summer learning loss in their communities; the quality materials and support provided by the TA system helps Summer Matters leaders respond to the interest expressed by these organizations.

**KEY FINDINGS:**

# Children Served by After-school & Summer Enrichment Programs

**A small proportion of students currently have access to high-quality summer enrichment programs.**

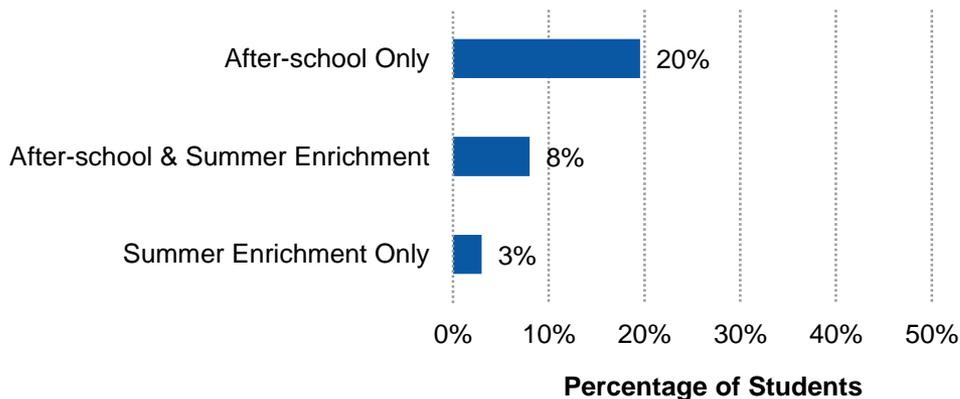
A key indicator of the success of the Foundation’s strategy is increased demand for and access to high-quality summer enrichment programs. In the absence of comprehensive state-level after-school and summer enrichment enrollment data, BTW collected data from the Foundation’s target communities. Of the students enrolled in schools that were associated with the target communities’ after-school and summer enrichment programs during the 2010–11 school year and summer 2011, 31% of students participated in either an after-school or summer enrichment program and 8% were in both programs.

Exhibit 6

## Students in Target Communities Enrolled in an After-school Program, Summer Enrichment Program, or Both, 2010–11

(n=246,641)

Source: BTW survey of program providers, November 2011



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## KEY FINDINGS:

# Salience of Summer Learning

**Summer learning loss resonates with K–12 leaders, legislators, and business leaders concerned about education.**

In the target communities and among some sectors of California business leaders, Foundation investments have helped to heighten awareness of the problem of summer learning loss. There is less understanding, however, that summer enrichment programs offer a way to combat summer learning loss and narrow the academic achievement gap. With current budget issues, there are too many programs competing for limited funds, and after-school and summer enrichment often do not rise as top priorities.

**Foundation investments have ensured that the circle of stakeholders in California’s after-school and summer enrichment programs continues to expand.**

Foundation grantees with statewide roles, such as ASAPconnect and Partnership for Children and Youth, provide structures and communications to inform and engage other education- and youth-related organizations and their members in issues around after-school and summer enrichment access and quality.